

## NORTH CAROLINA MENTOR PROGRAM STANDARDS

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The mentor performs a unique function in the total educational environment. Personnel who function in mentor roles designed to assist others in professional growth must themselves possess a practicing knowledge of the Core Standards for Teachers developed by the North Carolina Professional Teaching Standards Commission and adopted by the North Carolina State Board of Education in November, 1999. In addition, the mentors must possess competencies which facilitate the building of an environment conducive to professional growth.

The mentor is expected to perform functions designed to promote growth among other adults in the school environment. These work roles include, but may not be limited to, mentoring initially licensed teachers and licensed support personnel and supervising student teachers and interns.

The prospective mentor should possess a willingness to commit to a mentoring relationship and must provide documentation of successful experiences relevant to the role of mentoring. These experiences must include teaching successfully for at least three years and holding a continuing license. Additional documentation may include leading and coordinating activities for adults in a work setting; observing and documenting classroom teaching; diagnosing and prescribing growth activities based on the criteria set forth in the North Carolina Teacher Performance Appraisal Instrument and the Individual Growth Plan, as undergirded by the INTASC Standards; conferencing with other adults to communicate results of observation, documentation, and diagnosis; and organizing and presenting training experiences to adults in an educational setting.

Mentors must possess effective oral and written communication skills to identify and address the needs of the novice teacher. They must understand the use of non-verbal behaviors, and be able to use questioning techniques and active listening skills on a variety of cognitive levels appropriate for achieving multi-purposes.

Mentors must understand the various roles to be played in mentoring relationships. They must be effective coaches. They must work collaboratively with colleagues at the school, system, and community levels.

Mentors must model effective practices. They must apply learning theory and research findings to classroom instruction. They must model effective planning and classroom instruction, developing and utilizing instructional materials and techniques, and identifying and effectively using available school and community resources. Mentors must understand the importance of establishing overall curricular goals and objectives. They must communicate respect for the dignity and worth of a diverse student population. They must demonstrate the importance of continuous participation in professional growth activities.

Mentor training programs must place emphasis on the learning of cognitive concepts, as well as the application of these concepts, in appropriate educational settings. Experiential learning through simulations, case studies, field experiences, and other activities requiring interaction with a real educational environment is appropriate for addressing the requirement for application of concepts. Mentor programs should have structure, yet be flexible enough to allow for recognition of the varied backgrounds and experiences brought by the participants. Learning experiences should be designed to allow for application to all job roles of the mentor. Training in the North Carolina Teacher Appraisal Instrument, the Individual Growth Plan, and licensure requirements should be provided.

**Standard 1: Mentors demonstrate the skills necessary for the establishment of productive helping relationships.**

Mentors:

Indicator 1: Identify and address the needs of the novice teacher.

Indicator 2: Employ the characteristics of helping relationships in the support process.

Indicator 3: Recognize the importance of individuals becoming independent as they grow professionally.

Indicator 4: Use strategies to encourage independence through professional growth.

Indicator 5: Convey a genuine regard for the needs of persons being served by a mentoring relationship.

**Standard 2: Mentors demonstrate effective communication skills.**

Mentors:

Indicator 1: Show sensitivity to the needs and feelings of a diverse population being served by a mentoring relationship.

Indicator 2: Use elements of effective communication.

Indicator 3: Recognize and use appropriate non-verbal behaviors.

Indicator 4: Develop effective communication techniques for use in the school community.

Indicator 5: Use questioning techniques and strategies on a variety of cognitive levels.

Indicator 6: Use active listening skills as a means to improve communication.

Indicator 7: Respond effectively to verbal and/or written reflections.

**Standard 3: Mentors demonstrate a working knowledge of mentoring relationships.**

Mentors:

Indicator 1: Provides information about alternative support systems, with rationale, for persons in mentoring relationships, including but not limited to mentors, administrators, and cooperating teachers.

Indicator 2: Conduct an initial conference with the beginning teacher.

Indicator 3: Provide guidance and assistance as the novice teacher assumes new roles and responsibilities.

Indicator 4: Provide a variety of growth experiences for the beginning teacher.

**Standard 4: Mentors demonstrate knowledge of the diverse roles of mentoring relationships.**

Mentors:

Indicator 1: Plan jointly with persons in a mentoring relationship.

Indicator 2: Assist the new or beginning teacher in analyzing observation data and identifying teaching behaviors needing change.

Indicator 3: Create an awareness of the resources available in the school, community, local education agency, and the institutions of higher education.

Indicator 4: Work collaboratively with the school, community, local education agency, and institutions of higher education to plan experiences for persons being served by a mentoring relationship.

**Standard 5: Mentors demonstrate an understanding of concepts of the adult as a learner.**

Mentors:

Indicator 1: Describe the ways in which adults identify and solve problems.

Indicator 2: Identify the implications of adult conceptual development for the mentoring relationship.

**Standard 6: Mentors demonstrate the ability to utilize appropriate instruments and strategies for promoting growth in the beginning teacher.**

Mentors:

Indicator 1: Clarify the role of observation and evaluation.

Indicator 2: Use appropriate data collection strategies and instruments for the purpose of identifying areas of strengths and areas needing improvement.

Indicator 3: Use the coaching cycle to promote growth.

Indicator 4: Assist in the development of a formal growth plan such as the Individual Growth Plan.

Indicator 5: Understand and communicate state evaluation and licensure requirements.

**Standard 7: Mentors demonstrate the ability to assist beginning teachers in developing and utilizing materials and techniques for instructional presentation.**

Mentors:

Indicator 1: Help beginning teachers relate course objectives to the North Carolina Standard Course of Study.

Indicator 2: Help beginning teachers develop and implement units of study and lesson plans that relate to content goals and to the needs and interests of diverse learners.

Indicator 3: Help beginning teachers provide opportunities for students to work collaboratively and to solve problems.

Indicator 4: Help beginning teachers work collaboratively in the school community to continually support the school improvement plan.

**Standard 8: Mentors demonstrate the ability to assist beginning teachers in applying learning theory and research to plan and implement effective classroom instruction.**

Mentors:

Indicator 1: Help beginning teachers evaluate and use varied resources in instructional activities to meet diverse learning styles.

Indicator 2: Help beginning teachers design long and short-range plans based on the disaggregation of student assessment information and the needs of the diverse student population.

Indicator 3: Help beginning teachers identify and use appropriate school and community resources.

Indicator 4: Help beginning teachers use a variety of formal and informal assessment strategies to measure student learning.